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ABSTRACT

This guide provides annotated lists of books, journals, indexes, and computer-based services and organizations that are sources of test information. The guide directs educators to test information about assessing academic ability, aptitude, achievement, personality, vocational aptitude, and intelligence, as well as specialized topics such as school and classroom climate and sensitive issues such as death. In addition to bibliographic information about each source, a short summary of the purpose, subject matter, and uses of each source is included. A glossary of frequently used terms related to testing and a subject index to printed materials are included. (TJH)

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TESTING INFORMATION SOURCES FOR EDUCATORS

TME REPORT 94

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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by

Emily Fabiano
Nancy O'Brien

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ERIC/TME Report 94

TESTING INFORMATION SOURCES for EDUCATORS

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December 1987

ERIC Clearinghouse on Tests, Measurement, and Evaluation
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Testing Information Sources for Educators

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I. INTRODUCTION

The task of searching for information about tests and for tests themselves can be a difficult one for educators. Faced with time constraints and a wide variety of available measurement instruments, the educator in need of test information should find this monograph a convenient guide to test resources.

This guide includes books, journals, indexes, and computer-based services and organizations as sources of test information. These sources direct educators to test information about assessing academic ability, aptitude, achievement, personality, vocational aptitude, and intelligence, as well as specialized topics such as school and classroom climate or sensitive issues such as death.

This guide does not include descriptions of actual tests (although most of the sources do), nor does it include sources of information such as books or articles devoted to discussion of a single test.

The educator searching for testing literature will find this guide particularly helpful by being directed to a source that will provide further information.

II. SCOPE and ORGANIZATION

The scope and coverage of this guide spans the years from 1976 through 1986. For information about testing resources prior to 1975, Thomas E. Backer's A Directory of Information on Tests (1) published in 1977, should be consulted. Major reference works that predate 1975 have been included in order to present the most important materials about testing to educators. Otherwise, all sources included in this guide will reflect current publications available.

Although not exhaustive in nature, this guide makes every attempt to cover key publications about testing. Included are books, newsletters and journals, computer-based services, indexes and abstracts, lists of organizations and agencies that provide specialized information about tests and testing, and governmental units that provide additional testing information. Each of these sources of information is described in detail.

Information on the accessibility of tests is included in the form of a directory of major test publishers and a listing of locations of institutional libraries that have test collections available for preview. A subject index at the end of the guide was created to increase the ease with which the guide can be used.

General parameters have been maintained in developing this guide. Current materials from 1976 to the present have been included. Sources included are comprehensive, that is, cover many different test instruments not just a few. Information sources devoted to a single test have not been included; many of the printed and computer-based sources discussed in this guide can be used in searching for information on single tests. The primary focus is on test information for elementary and secondary education in the United States and on materials produced in the United States.

III. USING THE RESOURCES DESCRIBED

The objective of this guide is to offer a variety of pertinent materials and services for the practitioner to use in making informed judgments in selecting instruments for specific measurement needs.

Depending on the needs of a school district or an individual educator, different testing sources will be appropriate. For most school personnel, a standardized test that measures specific abilities, attitudes, or achievement is satisfactory. Situations arise however, that call for instruments that are not readily available or may not exist. This guide describes many sources for tests that have been developed but have not been standardized. To aid in developing a test, agencies that provide item banks or assistance in test design are listed in Section VI. A few of the numerous books dealing with test construction have been included in the section on printed materials. The Subject Index, Section X, identifies these under the subjects, "test construction" and "item banks."

To use the printed sources for locating instruments for a particular evaluation task, turning to the Subject Index, Section X, is recommended as a general strategy. One should focus on the type of test needed by describing it in terms of key words or subjects and should approach the Index with those terms. For example, critical thinking test resources would be listed under "thinking skills." After reviewing the annotations for sources on a particular testing area, an appropriate test can be selected.

In selecting a test it is important to identify an instrument that will measure the desired trait or ability. An educator wishing to evaluate students for reading readiness would use a screening device rather than an achievement test that objectively measures skills or knowledge. In classroom testing, an educator may prefer to use a norm-referenced test, which evaluates performance in relation to the performance of others. In some situations, particularly related to mastery, a criterion-referenced test, which measures performance in relation to a set standard or criteria, may be preferred. Further information about testing terms can be located in the Glossary, Section VIII.

Considerations such as how the test is scored (manually, mechanically, or through computer-assisted means), or if it is necessary to send tests to an agency to obtain test results information, should be included in the test selection process. The testing resources listed in this guide also

include information about the appropriate age or grade level of a test, or the need for special assistance such as an interpreter versed in sign language. Once an appropriate test has been identified, the test user should review the actual test. The following sources as well as those in Section VII may be consulted in order to locate a copy of a test.

The test publisher is the most likely source for a test. Frequently test publishers will offer a specimen set that includes the basic test and administration procedures. Specimen sets do not include multiple copies of the tests or scoring sheets and may not always include a manual. These sets are available at greatly reduced prices, sometimes free of charge if a test is under consideration for adoption for a large population. A list of major test publishers can be found in Section VII-C.

Many institutions maintain test collections. Locations of some of these collections can be found in Section VII-B. Institutions that maintain test collections may restrict access to members of the institution or to students in a particular course offered at the institution. It is always wise to contact the institution regarding use policies. Nearly every test collection has restrictions regarding circulation, use, and photocopying of tests. When locating a test at a test collection site, the test user should assume that the test is available for in-house review only and not for actual administration. Policies may vary however.

Occasionally, copies of tests are reproduced in journal articles, general compilations such as Mirrors for Behavior, or in specialized publications such as Tests in Microfiche. To locate an instrument in one of these sources, Section IV should be consulted for additional information.

Additional methods for locating a test are to consult an appropriate agency such as those listed in Section VI; contact the local school district regarding the availability of tests; contact the author for tests not commercially published; or contact a local library for assistance in locating such material.

If after locating a test, additional information is needed about a test, sources listed in Section IV should be consulted for reviews, reliability studies, and comparative studies.

IV. PRINTED MATERIALS

In the following printed sources the term "test" may imply published/unpublished or standardized/nonstandardized instruments. Standardized tests generally are commercially produced, have validity and reliability data established, and are the kind of test instruments used in educational settings. The sources described in this section, however, are not restricted to those covering standardized tests.

Included are sources that may contain full tests or sample test items, and discussions or reviews of tests for populations ranging from preschool to adult levels. The intention was to cover test sources for a wide variety and range of educational populations and needs. Some of the titles are state-of-the-art compilations of testing for particular areas. Books dealing with theoretical and practical issues about testing have not been included unless they include a substantial section describing a number of tests.

To acquire any of the titles the most logical sources to contact are your district school library, local public library, or local academic library. Interlibrary loan services between local and regional libraries in any state are available for those books (or articles that you might find through the indexes) that you need and that are not available at your local library.

A. MAJOR WORKS

Several major works dominate the area of testing resources. Some, like the Mental Measurements Yearbook and Tests in Print have been popular sources of test information for years. The following resources will aid in identifying tests suitable for specific purposes, reviews of tests under consideration for adoption, current publication information about tests, and copies of tests themselves.

1. Directory of selected national testing programs. Phoenix, AZ: Oryx Press, 1987.

   Included are approximately 280 tests offered by associations, organizations, and agencies that either administer their own testing programs or provide this service for other groups. The directory is indexed by test program, program sponsor, and subject. Each entry describes the qualifications, skills, and/or knowledge required of candidates taking a particular test program. Individuals may also discover educational or career options of which they were previously unaware by browsing through the directory. Candidates must apply to the institutions listed in the directory to take the examinations. Tests are usually offered nationally on specific dates at designated centers, and fees are paid to the sponsoring agency. Scores are provided to the institution or organization that grants approval for admission or certification. There is a strong emphasis on vocational testing, particularly as it relates to certification or licensing, selection, and admission tests, but such tests as the GRE are also included.

2. Keyser, Daniel J. and Sweetland, Richard, eds. Test critiques. Kansas City, MO: Test Corporation of America. v.1, 1984-

   Test Critiques serves well as a reference handbook for testing practitioners. With descriptive reviews, Test Critiques emphasizes the practical aspects of test administration. To date, five volumes in this series have been published. The tests selected for review are the most frequently used educational, business, and psychological tests as surveyed by the professionals in the testing field. Each review includes an introduction, practical applications, technical aspects, and an overall critique of the test.

3. Mental measurements yearbook (MMY). Lincoln, NE: University of Nebraska Press, 1938-

With nine editions to date, the Mental Measurements Yearbook (MMY) has been the standard reference source on tests for nearly fifty years. The yearbooks provide descriptive information on tests published in English-speaking countries. References to tests and reviews are included as well as information on availability, scoring, and validity. The MMY, up through the eighth, was edited by Oscar K. Buros who died in 1978. Yearbooks 1-8 (1938-1978) are indexed by test title, personal name, and subject. The Ninth MMY, edited by James V. Mitchell, varies somewhat from earlier yearbooks in that tests are arranged alphabetically by title rather than by subject categories. Other changes include an Index of Test Acronyms, a Classified Subject Index, and a Score Index. The Score Index doubles as a keyword index and provides greater access to subject areas than the Classified Index. With these enhancements to an already outstanding series, the MMY continues to be the core resource for locating information on standardized tests.

4. Mitchell, James, V., ed. Tests in print III (TIP III). Lincoln, NE: University of Nebraska Press, 1983.

TIP III contains a cumulative index to the Mental Measurements Yearbook 1-8. Over 700 tests (or revised versions) not previously reviewed in MMY 1-8 are also included in TIP III. Earlier editions, Tests in Print and Tests in Print II were published in 1961 and 1974, respectively. Future editions of Tests in Print are planned. The most recent edition of TIP should always be consulted for current information.

5. Simon, Anita and Boyer, Gil, eds. Mirrors for behavior: An anthology of classroom observation instruments. Philadelphia, PA: Research for Better Schools, 1967-1970. 15 volumes. Mirrors for behavior III: Ananthology of observation instruments. Wyncote, PA: Communications Materials Center, 1974.

Despite the age of these publications, they continue to be valuable as compilations of classroom observation instruments, or in the case of Mirrors III, of observational systems analyzing human communication in a variety of settings such as

business, family, or psychotherapy. The benefit of Mirrors for Behavior is that copies of the instruments are included. Although copyright restrictions still exist, the practitioner has the opportunity to actually examine the instrument for suitability before adopting it for use. Abstracts and supplementary information about each instrument are also included.

6. Sweetland, Richard and Keyser, Daniel. Tests: A comprehensive reference for assessments in psychology, education and business. Kansas City, MO: Test Corporation of America, 1986.

   The 1986 second edition of Tests revises information found in the first edition (1983) and Supplement (1984), but also presents descriptions of 600 new or revised tests. Each entry provides information on the population targeted by the test, a statement of purpose, a brief description, and administrative and publication information. Several useful indexes are included such as the one for tests for the visually impaired. The Test Critiques series (see #2) correlates with Tests to provide more in-depth information about a test. As a quick reference guide for identifying tests, this work is outstanding.

7. Tests in microfiche. Princeton, NJ: Educational Testing Service. 1975-

   Tests in Microfiche consists of unpublished tests reproduced on microfiche and an annotated index which provides access by title, subject, and author. Each entry in the annotated index includes test title, author(s), and a brief description of the test. Frequently tests reproduced in microfiche are cited in the professional literature, but are otherwise inaccessible because they have not been commercially published. In some instances, no commercial tests have been published to measure a particular variable; only an unpublished test in microfiche is available.

B. BOOKS/ARTICLES/DOCUMENTS

The following publications are comprehensive in nature, covering many different instruments, not just a few, for a given area.

Each record gives
- --author's name, if there is one
- --title of the book, journal article, or document
- --publication information such as publisher, journal where published
- --an annotated description of what test information the publication contains

At the time of publication some of the authors of these publications refer to the tests that they cover as being available commercially. This may no longer be the case.

If the publication is an ERIC document (Educational Resources Information Center described below under "Indexes and Abstracts"), the document is available in microfiche copy as well as paper copy; the "ED" microfiche number is also included.

8. American Psychological Association. Standards for educational and psychological testing. Washington, DC: American Psychological Association, 1985.

   The Standards are well-recognized by professionals in the field of testing as a guide to test development and reporting. As an aid to test development, which some users of this guide may be considering, they provide a check list of factors to be considered when planning the standardization and validation of tests. The Standards can assist test users in making better use of information about tests, particularly the technical information. They cover most published diagnostic, predictive, and evaluation instruments used in schools.

9. Andrulis, Richard. Adult assessment: A source book of tests and measures of human behavior. Springfield, IL: Thomas, 1977.

   Contains information on choosing the most appropriate measures for assessing adult behavior from among the 150 instruments described. All tests were available from commercial publishers or research organizations at the time of publication.

10. Annotations of early childhood assessment instruments. Austin, TX: Texas Education Agency, 1981. ED 199 281

Describes selected instruments that can be used in the assessment of young children who appear to be handicapped and require placement in early childhood units for the handicapped. The instruments are appropriate for use with students from birth through age seven.

11. Anttonen, Judith. An annotated bibliography of practical tests for young children. Harrisburg, PA: Pennsylvania Department of Education, 1980. ED 198 162

The practical areas covered in the tests described in this bibliography are the usual areas assessed in early childhood programs: intelligence, language, speech, self-concept, body coordination, perception, vision, sociability, and cognitive, affective, and psychomotor skills and abilities. 109 tests were selected for children aged two through six.

12. Arkava, Morton and Snow, Mark. Psychological tests and social work practice. Springfield, IL: Charles C. Thomas, 1978.

This introductory guide was developed to assist the social service practitioner use test results more effectively. Chapters cover such topics as classification of tests, basic test concepts, basic statistical concepts, and limitations of tests. Tests commonly used or encountered by social service practitioners are highlighted in Chapter 7. Selected tests are more fully described than others.

13. Arnot, Robert. Sportselection. NY: Viking , 1984.

Testing and screening for talent in sports is a new phenomenon in this country. This interesting book, although not a compilation of paper and pencil tests (not unusual for testing physical abilities) offers an integrated system analysis of "sportselection" for anyone deciding to enter participation in any one of these sports: skiing, tennis, running, windsurfing, swimming, and cycling. It can be useful to school personnel who supervise and direct school children's participation in sports.

14. Arter, Judith and Salmon, Jennifer. Assessing higher order thinking skills: A consumer's guide. Portland, OR: Northwest Regional Educational Laboratory, 1986.

    This guide presents an overview of the current state-of-the-art in assessing higher order thinking skills (HOTS). Included are a brief discussion of the issues in assessing HOTS, reviews of over forty tests and other devices, guidance on how to select a test of higher order thinking, and a listing of other resources for further reference.

15. Arter, Judith. Assessing school and classroom climate: A consumer's guide. Portland, OR: Northwest Regional Educational Laboratory, 1986.

    This is, indeed, a very useful consumer's guide, among many published through the Northwest Lab. Clearly written background information and research is offered to educators on testing school and classroom climate.

    Although these areas can be measured in a variety of ways, only the major paper and pencil tests and surveys are reviewed and described.

16. Babcock, Marilyn and Conlon, Robert. A practical guide to commonly used standardized achievement tests. Austin, TX: Evaluation, Dissemination and Assessment Center for Bilingual Education, 1981.

    Assists prospective test users in the selection of the instrument that best suits their assessment needs. Includes seven readiness tests (prekindergarten and kindergarten), ten English reading and mathematics tests (grade 1-12), and two Spanish achievement tests (grades 1-12). Tests are arranged alphabetically by test title, and indexed by test type and publisher.

17. Bate, Margaret, et al. Review of tests and assessments in early education (3-5 years), revised. Atlantic Highlands, NJ: Humanities Press, 1981. ED 241 542

    A review of available tests of intelligence and specific abilities such as cognitive skills, language, social adjustment, behavior, and physical skills. Tests are arranged alphabetically and

include description, reliability, validity, and norms. A list of test publishers' names and addresses is included.

18. Beere, Carole. Women and women's issues: A handbook of tests and measures. San Francisco, CA: Jossey-Bass, 1979.

Descriptive information about 235 measures on women's issues is provided; these appeared in the professional literature up through 1977. Topics covered include: sex roles, employee roles, attitudes toward women's issues, children's sex

roles, etc. Some tests are included in the Educational Testing Service's "Tests in Microfiche" collection.

19. Berk, Ronald, ed. A guide to criterion-referenced test construction. Baltimore, MD: Johns Hopkins University Press, 1984.

Updating an earlier work, Criterion-referenced measurement: The state of the art (John's Hopkins Univ. Press, 1980), this volume includes six new chapters, revisions of three chapters, and updates of others. Criterion-referenced testing is thoroughly reviewed with past testing practices and recommendations for future steps regarding criterion-referenced testing.

Chapters, by such notable authors as Berk, Popham, and others, contain a list of references; a subject index to the volume enhances the usefulness of the book.

20. Berk, Ronald. Screening and diagnosis of children with learning disabilities. Springfield, IL.: C. C. Thomas, 1984.

Over 60 tests are cited in this volume; however, the information is scattered throughout the lengthy text. As a resource to evaluation of learning disabilities, particularly as mandated by P. L. 94-142, this is a masterful work. It provides extensive information about the history, use, and evaluation of measurements of learning disabilities. This is an excellent general work on the assessment of learning disabilities.

21. Bettenburg, Ann. Instruments and procedures for assessing young children. St. Paul, MN: Minnesota Department of Education, Special Education Section, 1985.

Reviews 76 instruments that identify young handicapped children. Reviews are extensive, including usefulness of the instruments, and reliability and evaluative information for each.

22. Borich, Gary and Madden, Susan. Evaluating classroom instruction: A sourcebook of instruments. Reading, MA: Addison-Wesley, 1977.

A source of comprehensive descriptions of measurement instruments used to study teacher and pupil behavior and interaction in the classroom and for assessing classroom climate. Instruments are organized by the direction of the information provided, e.g., about the teacher from the pupil, about the pupil from the teacher. Only instruments that have been used in one or more studies were included.

23. Bradley-Johnson, Sharon. Psychoeducational assessment of visually impaired and blind students: Infancy through high school. Austin, TX: PRO-ED, 1986.

This text contains information specifically about the assessment of individuals who are visually impaired or blind. Published tests that can be modified for use with the visually impaired or blind are reviewed in detail. Special procedures for administering tests are also discussed. Vocational assessment tests are excluded from this work, as are tests designed to determine the extent of visual impairment.

24. Brody, Celeste, comp. Guide to published tests of writing proficiency. Portland, OR: Northwest Regional Educational Laboratory, 1986. (1st edition, Stiggins, Richard, 1981, ED 209 352)

Provides profiles of 49 language usage tests that can be used for assessment in writing. Information in each one-page test profile is summarized from the test's technical manual. Some valuable background information is presented on indirect assessment of writing skills.

25. Brown, Kenneth. Assessment of basic speaking and listening skills: State of the art and recommendations for instrument development. Boston, MA: Massachusetts State Department of Education, 1979. ED 178 970

The second volume of a two part series on the state-of-the-art of assessing speech and listening skills in Massachusetts schools. The first of four appendixes contains abstracts and ratings of 71 test instruments on speech and listening skills, categorized by skill area, and educational level.

26. Carlson, Sybil. Creative classroom testing: 10 designs for assessment and instruction. Princeton, NJ: Educational Testing Service, 1985.

This handbook on test construction for classroom tests provides examples of items for 10 different categories including matching items, best answer items, rank order items, and statement and comment items. As a resource for the classroom teacher wishing to construct appropriate tests, this is an invaluable tool.

27. Christiansen, Harley. Testing in counseling: Uses and misuses. Tucson, AZ: P. Juul Press, 1981.

Directed to the counselor or psychologist, to help the professional determine whether or not a given test is valid and useful for his or her purpose. Provides evaluation, and uses and misuses of the following tests: SAT, ACT, GATB, SCII, KOIS, and MMPI. Includes a useful bibliography and index.

28. Compton, Carolyn. A guide to 75 tests for special education. Belmont, CA: Fear on Education, 1984.

Intended as a resource for teachers and diagnosticians who need to interpret reports about children tested using any of the 75 tests described. Each test review covers the tests' formats, strengths, limitations, skills assessed, and materials included with the test. Revises an earlier version of 65 tests for special education in 1980.

29. Cook, John et al. The experience of work: A compendium and review of 249 measures and their use. Orlando, FL: Academic Press, 1981.

Information on 249 measures of work attitudes, values, and perceptions published or referred to in

journal articles in 15 principal international journals from 1974 to mid-1980. For 100 "major" entries a full account of descriptive and technical information is provided; in the case of 149 "minor" entries an outline description of the scale and summary details of research applications are provided. A good title index provides references to subscales as well as scale titles.

30. A counselor's guide to career assessment instruments. Chico, CA: Northern California Higher Education Council, 1986.

Reviews vocational instruments that assess aptitude, interest, work samples, dexterity, special purposes, and the handicapped. The results of a survey of two-year colleges' use of vocational instruments is also included.

31. A counselor's guide to vocational guidance instruments. Edited by Jerome T. Kapes and Marjorie Moran Mastie. Falls Church, VA: National Vocational Guidance Association, 1982.

This handbook was developed specifically for counselors in schools, colleges, and agencies on behalf of the National Vocational Guidance Association (NVGA). Reviews of 40 tests are impressive in their succinct four-page descriptions and evaluations. Descriptions of over 70 additional tests add another aspect to the usefulness of the book. Appendices offer bibliographies, policy statements, publisher's addresses, and indices. This is a major resource for a conscientious counselor.

32. Durlak, Joseph and Kass, Richard. "Clarifying the measurement of death attitudes: A factor analytic evaluation of fifteen self-report death scales." Omega, 12(2), 1981-82, pp. 129-141.

Sixteen death-related scales were selected to represent the population of death measures that have appeared in the literature; a factor analysis was completed using college students. At the time of publication, a copy of each of the death scales used in the study was available from the first author upon request. The author's address appears at the end of the article. Also, some of the scales are reproduced in references given at the end of the article.

33. The ETS test collection catalog: Achievement tests and measurement devices. Volume 1. Phoenix, AZ: Oryx, 1986.

This first volume describes the achievement tests which are available at the Educational Testing Service Test Collection Library. Covers preschool, and kindergarten through adult levels. Similar compilations are planned for other test subject areas.

34. Fagan, William et al. Measures for research and evaluation in the English language arts, volume 2. Urbana, IL: National Council of Teachers of English, 1985. ED 255 933

This compendium includes little-known tests found only in journal articles or doctoral dissertations. The 160 measures cover the areas of literacy, language development, oral language, reading, literature, writing, and teacher knowledge/attitudes.

35. Goldman, Bert. Directory of unpublished experimental mental measures. New York, NY: Human Science Press, 1974-.

These volumes are published periodically, intended to summarize tests drawn from relevant professional journals, not yet commercially available for the periods covered; some tests do appear in publication while the volumes are in production. Educational tests are the major concern, but tests for psychology, sociology, and personnel are also represented. Thus far these volumes have been published: vol. 1 covering 1970, vol. 2 covering 1971-72, vol. 3 covering 1973-74, vol. 4 covering 1975-76.

36. Goodwin, William. Handbook for measurement and evaluation in early childhood education. San Francisco, CA: Jossey-Bass, 1980.

As a handbook this offers guidelines, approaches, and procedures for measurement and evaluation in early childhood for the practitioner. Four chapters are devoted to descriptions of early childhood measures in the cognitive, affective, and psychomotor domains. Illustrative tasks for types of measures are included, i.e., samples of self-concept items. An important handbook for the early childhood educator.

37. Gottfredson, Denise, et al. School climate assessment instruments: A review. Baltimore, MD: Center for Social Organization of Schools, Johns Hopkins University, 1986.

Seventy instruments used to evaluate 22 school improvement projects are reviewed. Most instruments assess aspects of the characteristics of effective schools.

38. Green, Bert. "A primer of testing." American Psychologist, 36(10), October 1981, pp. 1001-1011.

Anyone unfamiliar with the basics of testing should read this article. A clear, concise review of classical test theory, test construction, reliability, validity, item analysis, and test administration is provided. The procedures and principles covered relate to most areas in educational and psychological testing.

39. Hocevar, Dennis. Measurement of creativity: Review and critique. Denver, CO: Rocky Mountain Psychological Association, 1979. ED 175 916

Widely used measures of creativity are reviewed and classified into ten categories: tests of divergent thinking; attitude and interest inventories; personality inventories; biographical inventories; teacher nominations; peer nominations; supervisor ratings; judgment of products; nomination of eminent persons; and self-reported creative activities and achievement.

40. Hsu, Tse-Chi and Sadock, Shula. Computer-assisted test construction: The state of the art. Princeton, NJ: ERIC Clearinghouse on Test, Measurement, and Evaluation/Educational Testing Service, 1985.

This summary of the state-of-the-art of computer-assisted test construction addresses the following areas: theoretical and philosophical propositions, applications and implementations, evaluation and research, and prospects for the future. The authors have restricted their review of test construction to item construction, item banking, test design, and test administration. A substantial number of references offer further sources for information about computer-assisted test construction in this overview of the topic.

41. Johnson, Barry and Nelson, Jack. Practical measurements for evaluation in physical education. Edina, MN: Burgess Publisher, 1986.

A valuable, comprehensive text on tests and measurements used in all areas of physical education, cognitive and affective areas as well as performance areas. Includes measures for a wide range of populations. Each chapter begins with a discussion of the areas to be measured, presenting pertinent research findings in that area; appropriate tests for that area are then covered with full descriptive information. Tables of norms for many tests of physical measures are included as are test item samples from some measures.

42. Johnson H. Wayne. Preschool test descriptions: Test matrix and correlated test descriptors. Springfield, IL: C. C. Thomas, 1979.

This very useful resource provides information to preschool practitioners on the appraisal and educational programming of preschool handicapped children. Two basic components are used to identify what measure to use for assessment needs: A series of test matrices are used as a quick reference in selecting a test by any one of six descriptor terms; test descriptor sheets are included with more detailed information about each test covered by descriptor terms. A useful decision matrix, based on the descriptor dimensions of the test matrices, is included to help the practitioner decide on assessment needs before going to the test matrices.

43. Johnson, Marjorie et al. Informal reading inventories. Newark, DE: International Reading Association, 1987.

As an alternative to standardized reading tests, informal reading inventories (IRIs) offer educators another method to determine the reading level of students and to diagnose, informally, reading strengths and weaknesses. For those teachers who have not used IRIs this resource is an excellent first step. Experienced users of IRIs may find information for improving their use of the IRI. Describes how to construct good inventories, how to administer them and interpret the results.

44. Johnson, Orval. Tests and measurements in child development: Handbook II. San Francisco, CA: Jossey-Bass, 1976.

An update of the first handbook, published in 1971, in this handbook the age range is also increased from 12 to 18. Included in this two-volume set are over 1,000 tests on child development. Indexed by author, title, and subject.

45. Joiner, Lee and Worden, Cynthia. Identifying children with special needs: A practical guide to developmental screening. Holmes Beach, FL: Learning Publications, 1983.

152 screening instruments are described in this comprehensive guide to developmental screening. The special needs assessed by each instrument are clearly indicated in an "Instrument Profile Chart" as are other desired features such as easy scoring and low cost. A valuable referral guide for those involved in identifying children's special needs.

46. Kaltsounis, Bill. "Additional instruments useful in studying creative behavior and creative talent." Journal of Creative Behavior, 14(1), 1980, p56-67.

78 noncommercially available instruments useful in studying and measuring creative behavior and creative talent are briefly described.

47. Karnes, Frances and Collins, Emily. Assessment in gifted education. Springfield, IL: C. C. Thomas, 1981.

Provides descriptive and source information for published instruments to be used in the assessment of the gifted and talented for grades 1-12. Included is an assessment matrix, which can aid in choosing the appropriate measure for a particular dimension (for example "cognitive development") and for a particular age group. Alphabetically arranged by test title with publisher/distributor index included.

48. Klein, J. Ken. Career aptitude tests. New York, NY: Arco, 1984.

A series of 80 different tests to be self-administered are provided with the purpose of determining vocational aptitude. Although a cautionary statement is made at the beginning of the book, there is little attempt to substantiate the

usefulness of this work. No further information is provided about the 80 tests (better termed exercises) in this self-help manual.

49. Kline, Paul. A handbook of test construction. London, GB: Methuen, 1986.

This practical guide focuses on psychological tests and offers both theoretical and statistical rationales for test construction. Chapters cover psychometric techniques, item construction, reliability, validity, standardization of tests, and computerized testing. A lengthy bibliography is included.

50. Krug, Samuel. Psychware: A reference guide to computer-based products for behavioral assessment in psychology, education, and business. Kansas City, MO: Test Corporation of America, 1984, 1987.

Since computers are playing a more significant role in human assessment, this is a valuable compilation of information on computers and testing. Computer-based products that are applied to assessment are identified and described as are applications of computers that go beyond test scoring (traditional use). A large number of the products included are used in testing with subjects via the computer console. The basic section is product listings by test title. Several good indexes are appended.

51. Lazarus, Philip and Strichart, Stephen. Psychoeducational evaluation of children and adolescents with low-incidence handicaps. Orlando, FL: Grune & Stratton, 1986.

An extensive index, individual chapters with numerous references and descriptions of specific published tests that can be used successfully with handicapped individuals make this a most useful text for the practitioner. Chapters were written by different authors, and each focuses on a particular handicap such as cerebral palsy, visual impairment, etc. Tests appropriate for each population are listed and many include reviews.

52. Lesiak, Judi. Reading assessment for placement and programming. Springfield, IL: C. C. Thomas, 1983.

Professionals requiring information about the assessment of reading skills will find this book

invaluable. Specific skills such as word recognition and comprehension are addressed. Twenty-four testing instruments to assess reading are also reviewed. These instruments were all available at the time the book was published. This work provides an appendix in chart format with evaluations of the 24 tests reviewed. The chart can pinpoint the usefulness of a particular test before any further reviews are considered. An excellent source for information on reading assessment.

53. Levy, Phillip and Goldstein, Harvey. Tests in education: A book of critical reviews. Orlando, FL: Academic Press, 1984.

The authors consider this to be the British counterpart of the Mental Measurements Yearbook, to cover the "British interest in educational tests." Educational tests for nursery, primary, and secondary school levels are reviewed by solicited reviewers. Primarily standardized tests are reviewed, but some informal nonstandard tests are included. American published tests are among those reviewed; the British reviews may be of interest to some educators.

54. Linn, Robert and DeStefano, Lizanne. Review of student assessment instruments and practices in use in the Secondary/Transition Project. Champaign, IL: University of Illinois, College of Education, 1986.

Includes comprehensive reviews of 113 instruments that assess abilities of special education high school students.

55. Locks, Nancy, et al. Language assessment instruments for limited English speaking students: A needs analysis. Washington, DC: National Institute of Education, 1978. ED 163 002

Briefly reviews assessment instruments for seven language groups: Chinese, French, Italian, Navajo, Portuguese, Spanish, and Tagalog. The adequacy of tests for students in grades K-6 whose first language is one of those listed above is indicated by a rating of acceptable, unacceptable, or unavailable. Identifies subject area tests for these language groups, i.e., science achievement tests for Navajo speakers as well as tests under development at the time of publication.

56. Mager, Robert F. Measuring instructional results or got a match? Belmont, CA: David S. Lake, 1984.

The measurement of instruction is accomplished through the development of test items that determine whether an instructional objective has been achieved. This text is designed to help educators develop the basic tools with which to measure instructional results. Skills in recognizing and preparing test items are developed through a lightly written text in programmed fashion, with plenty of practice and examples of matching test items to objectives.

57. Mangen, David and Peterson, Warren. Research instruments in social gerontology. Minneapolis, MN: University of Minnesota, 1982, 1984.

A three volume series designed to assess instruments used in the field of aging. Over 400 measures are reviewed. Each chapter begins with a theoretical review of measurement theory in a particular area followed by abstracts of instruments themselves. Many of the noncopyrighted tests are reproduced.

58. Mauser, August. Assessing the learning disabled: Selected instruments. Novato, CA: Academic Therapy Publications, 1981.

Briefly describes, in chart format, 300 tests to use in evaluating children and adults with specific learning disabilities. The majority of the tests have been standardized and are commercially available.

59. Nelson, Steven. How healthy is your school? Guidelines for evaluating school health programs. New York, NY: National Center for Health Education, 1986.

A compilation of useful surveys and instruments designed to evaluate school health programs.

60. Oakland, Thomas. Psychological and educational assessment of minority children. New York, NY: Brunner/Mazel, 1977.

Contains articles by different authors on a variety of concerns of nonbiased assessment. Provides an annotated bibliography of language dominance measures with detailed descriptive and source information. Indexed by test title.

61. Paget, Kathleen and Bracken, Bruce, eds. The psychoeducational assessment of preschool children. New York, NY: Grune & Stratton, 1983.

Twenty chapters, separately authored, provide detailed information on assessment of different preschool skills. Instruments are discussed as they relate to the topics of giftedness, creativity, adaptive behavior, and auditory functioning. An index helps to locate information about specific tests that are discussed in the chapters.

62. Pavlak, Stephen. Informal tests for diagnosing specific reading problems. West Nyack, NY: Parker Publishing, 1985.

Over 60 informal reproducible tests designed to assess skills in areas such as phonetic and structural analysis and comprehension are presented in sequential format. Appropriate for primary, intermediate, and upper level readers, this series of tests will provide the reading specialist with an array of ready-to-use-tests.

63. Pfeiffer, J. William. Instrumentation in human relations training. La Jolla, CA: University Associates, 1976.

The book is directed toward the practitioners in the field of human relations training, counselors, clergy, teachers, etc. Instruments that are applicable to group work and to individuals within the group context are described. The most frequently used instruments are more fully described; those used for special needs and less frequently are briefly described.

64. Poggio, John and Salking, Neil. "A review and appraisal of instruments assessing hyperactivity in children." Learning Disability Quarterly, 2(1), winter 1979, p9-22.

Nine observational instruments commonly used to assess the activity level, particularly hyperactivity of young children are reviewed and evaluated. Some lesser used or newer instruments are briefly described.

65. Sattler, Jerome. Assessment of children's intelligence and special abilities. 2nd edition. Boston, MA: Allyn & Bacon, 1982.

Designed to teach clinical assessment skills to students in clinical, school, and counseling psychology, this basic text covers over 70 different tests of intelligence or special abilities such as auditory discrimination, giftedness, psycholinguistic ability, etc. This book will also serve as a handy reference guide to practicing clinicians and special educators because of its simple, clear language and explanations.

66. Schell, Leo, ed. Diagnostic and criterion-referenced reading tests: Review and evaluation. Newark, DE: International Reading Association, 1981.

The International Reading Association publishes many valuable resources on reading and tests, including this one. Comprehensive reviews are included for 9 reading tests administered individually and 3 group tests. To help the teacher select the most appropriate test, guide lines for reviewing the tests are included.

67. Stiggins, Richard et al. Measuring thinking skills in the classroom. Washington, DC: National Education Association, 1986.

A handy little booklet on assessment of critical thinking skills that provides the educator with a framework for implementing assessment of critical thinking skills in the classroom. Also includes suggestions for developing classroom tests.

68. Strand, Theresa. Bibliography of tests for early childhood education, Chapter 1 evaluation. Evanston, IL: Educational Testing Service, Test Information Center, 1987.

Reviews 35 early childhood tests with particular use for Chapter 1 program identification.

69. Strand, Theresa. Test information summaries for Chapter 1 evaluation. Evanston, IL: Educational Testing Service, Test Information Center, 1986.

Detailed reviews of 36 standardized achievement tests with particular use for Chapter 1 program identification.

70. Straus, Murray and Brown, Bruce. Family measurement techniques: Abstracts of published instruments, 1965-1974. Minneapolis, MN: University of Minnesota, 1978.

A bibliography covering a ten-year period from 1965-1974 with 494 measures; the first edition covered 319. Included are measurement techniques found in the journal literature, developed for measuring properties of the family or the behavior of people in family roles (husband-wife, parent-child, etc.). The descriptions contain the usual technical data plus sample items and references and the availability of the test, i.e., where the entire test is printed.

71. Swanson, H. Lee and Watson, Billy. Educational and psychological assessment of exceptional children. St. Louis, MO: Mosby, 1982.

Deals with major issues in the field of measurement as well as social, legal, and ethical issues related to testing. Although this is intended as a text, it contains many reviews of educational and psychological tests that are valuable to special and remedial educators.

72. Tombari, Martin. How to write criterion-referenced tests for Spanish-English bilingual programs. Austin, TX: Dissemination and Assessment Center for Bilingual Education, 1979.

This guide to constructing criterion-referenced tests is presented in both English and Spanish. A step-by-step process is presented to the reader and includes a mastery test on writing instructional objectives. Filled with exercises to improve the test construction abilities of the reader.

73. Warncke, Edna and Shipman, Dorothy. Group assessment in reading: Classroom teacher's handbook. Englewood Cliffs, NJ: Prentice-Hall, 1984.

Five group reading diagnostic instruments that are reproducible are included in this handbook. Information about the use, interpretation, development, and validation is included in this book designed for classroom teachers and reading specialists.

C. JOURNALS/NEWSLETTERS

The information from the sources described above may need to be supplemented by very recent literature about tests. Aside from having a database search of recent journal literature conducted, it would be valuable as a matter of practice to scan the major journals concerned with measurement in the behavioral and social sciences.

Some of these are:

Educational and Psychological Measurement. 1941-. quarterly. Box 6856, College Station, Durham, NC 27708.

The subtitle of Educational and Psychological Measurement: A Quarterly Journal Devoted to the Development and Application of Measures of Individual Differences describes the research orientation of this journal. This substantial journal publishes articles with practical applications, but the reader should expect to have some knowledge of testing in order to make best use of the contents. The stated purpose of the journal is to discuss problems in the field of measurement of individual differences; report research on test development and use in education, industry, and government; describe testing programs; and report new testing methods. Educational and Psychological Measurement is a critical journal in the field of testing.

Educational Measurement: Issues and Practice. 1982-. quarterly. National Council on Measurement in Education (NCME), 1230 17th St., NW, Washington, DC 20036.

Educational Measurement focuses on issues in and the practice of educational measurement. Practitioners and users of tests will find the information about proven testing methods and current topics related to testing to be of great value. Topics include the current status of teacher evaluation, testing of minorities, and teacher competency and evaluation. As a source of current test-related material, this is a valuable aid to educators.

FairTest Examiner. 1987-. quarterly. National Center for Fair & Open Testing, P.O. Box 1272, Harvard Square Station, Cambridge, MA 02238.

With only its inaugural issue available at the time of publication, FairTest promises to offer a significant watchdog newsletter to the community of educators and

concerned citizens. With a strong emphasis on test bias, the newsletter also covers test standards, test fairness, and current issues in testing as related to standardized tests.

Journal of Educational Measurement (JEM). 1964-. quarterly. National Council on Measurement in Education (NCME), 1230 17th St., NW, Washington, DC 20036.

Original measurement research and reports of applications of measurement in an educational context are included in this journal, as are reviews of current standardized educational and psychological tests. For quality information about testing research, JEM is a core journal and should be consulted first. JEM is reputable, publishing quality articles of interest to both the education and psychology communities.

News on Tests. 1979- . 10 issues per year. Educational Testing Service, Test Collection, Princeton, NJ 08541.

Provides descriptive and source information for both published and unpublished tests. Included are citations to test reviews, new reference materials on tests and testing, and announcements of changes in publishers or publisher addresses. This continues to be an excellent source for current information on the availability of new tests. In addition, many journals published in particular subject areas such as reading, exceptional children, vocational counseling, etc., include test information periodically either through articles or regular columns.

Some examples of these are:

American Annals of the Deaf. 1847-. 5 times per year. P.O. Box 2605, Columbia, MD 21045.

With a focus on serving instructors of the deaf, the Annals offer articles related to deaf education as well as reviews of books and tests on that subject. Although test reviews are published only occasionally, this journal serves as a valuable source for information about current tests pertinent to the deaf population.

Asha. 1959-. monthly. American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852.

With great emphasis on rehabilitation and correction, Asha offers clinicians and educators articles related

to speech/language/hearing impairments, listings of new products, research and issues in the field, and job announcements. Extensive advertisements promote tests for assessing articulatory skills, expressive language, verbal comprehension, and language ability.

Gifted Child Quarterly. 1957-. quarterly. National Association for Gifted Children, 4175 Lovell Rd., Box 30, Suite 140, Circle Pines, MN 55014.

Assessment and identification methods and instruments are frequently discussed and reviewed in this journal devoted to gifted education.

Journal of Consulting and Clinical Psychology. 1968-. 6 issues per year. American Psychological Association, 1400 N. Uhle St., Arlington, VA 22201.

Test performance, test data interpretation, rating systems and clinical utility of tests are among the topics covered in this journal that emphasizes the diagnosis and treatment of behavior disorders.

Journal of Counseling and Development (formerly the Personnel and Guidance Journal). 1922-. 10 issues per year. American Association for Counseling and Development, 5999 Stevenson Ave., Alexandria, VA 22304.

Geared for the practicing counselor or personnel worker in schools, colleges, community agencies, or the government, this journal focuses on current issues, practices, and research. Articles about measurement are common, and a regular feature, "Testing the Test," reviews instruments of interest to personnel and guidance professionals.

Journal of Counseling Psychology. 1954-. quarterly. American Psychological Association, 1400 North Uhle St., Arlington, VA 22201.

Articles related to testing in the counseling arena are presented frequently in this journal. General testing procedures are explored as are uses of specific instruments such as Holland's Self-Directed Search. Psychological counseling, vocational concerns, minority responses, and date rape/sexual aggression are just a few of the diverse topics covered in this journal. Many, but not all, articles deal with testing issues.

Journal of Educational Psychology. 1910-. quarterly. American Psychological Association, 1400 N. Uhle St., Arlington, VA 22201.

Theoretical and practical reports related to learning and cognition are included in this APA published journal. Articles about test bias, item order, and other test-related issues can be found in this journal which pertains to all educational levels and age groups.

Journal of Personality and Social Psychology. 1965-. monthly. American Psychological Association, 1400 N. Uhle St., Arlington, VA 22201.

Personality assessment and personality tests are covered in this journal that emphasizes attitudes and social cognition and interpersonal relations and group processes as well.

Journal of Research in Science Teaching. 1963-. 9 issues per year. John Wiley & Sons, 605 Third Ave., New York, NY 10158.

Sponsored by the National Association for Research in Science Teaching (NARST), this journal reflects the NARST objective of improving science instruction through research. Testing articles may appear only occasionally, but each issue emphasizes quality evaluation of science instruction.

Language Arts. 1924-. 8 issues per year. National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801.

Each issue takes a thematic approach such as evaluation of language and learning. Assessment and evaluation articles make frequent appearances in this journal that caters to educators of preschool through middle school children.

The Reading Teacher. 1947-. 9 issues per year. International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139.

The teaching of reading at the preschool and elementary levels is the main emphasis of the Reading Teacher. Current theory, research, and practice are covered in articles and reviews. Software, children's literature, and professional books including classroom and testing material are regularly reviewed.

D. INDEXES and ABSTRACTS

Some indexing and abstracting sources covering primarily journals as well as some reports and dissertations are important for locating information on aspects of measurement, evaluating the use of tests, citing the sources of tests, etc. These sources provide quick access to very recently published literature. Since they do not cover test information exclusively, it is important to become familiar with the breadth of the specific index you use and the strategy for searching via the appropriate subject terms (called descriptors) for each. Some of the indexes and abstract services have an accompanying "thesaurus" which is a vocabulary list of terms used in indexing that service or index.

The most potentially useful sources for test information in education are listed below with brief descriptions and hints for searching.

Current Index to Journals in Education (CIJE)

CIJE covers approximately 750 professional educational journals or journals that regularly contain education-related articles in areas such as educational psychology, sociology, etc. articles are cited by author, title of the article; title, volume number, and page of the journal where the article is found. Articles can be consulted in the original journals.

The Thesaurus of ERIC Descriptors should be consulted to arrive at the subject headings to use for CIJE. "Self concept measures", "achievement tests" or "test construction" are just samples of the test related subject headings or descriptors. Test titles can also be searched.

Resources in Education (RIE)

RIE covers recently completed research and technical reports, conference proceedings, state-of-the-art reviews, and many other types of materials. Most of the materials indexed monthly in RIE are reproduced on microfiche as a self-contained system of documents commonly referred to as the "ERIC system." The microfiche currently number some 300,000 and are available at many institutions and libraries throughout the country (2).

Use the Thesaurus of ERIC Descriptors to compile the list of subject headings to use for RIE. In addition to searching by subject and by test titles in the "Subject Index" use the "Publication Type Index" under "Test/Questionnaires" to locate documents that include tests or measurement instruments.

Psychological Abstracts

Psychological Abstracts appears monthly as a comprehensive index to literature in psychology and related behavioral and social sciences. Over 950 periodicals, technical reports, and monographs are covered; in addition, materials from Dissertation Abstracts is included.

An expanded subject index is published twice a year arranged alphabetically by the subject terms from the Thesaurus of Psychological Index Terms. Check the Thesaurus for the "test" subject terms and the individual test titles that can be searched.

Information on the application of tests to specific disciplines can be found by consulting the indexing/abstracting sources for those fields. For example, Child Development Abstracts, Education Index, Sociological Abstracts, Linguistics and Language Behavior Abstracts, and Medlars may be used to access test information for a particular topic.

V. COMPUTER-BASED SOURCES

Computer-based bibliographic databases are available to help identify test titles for a particular subject or purpose or to provide varied information on tests. The two major database vendors responsible for making test information available online are the DIALOG Information Services and BRS Information Technologies. There are several social science databases on DIALOG or BRS that would be useful in searching for research studies on tests or using tests, critical reviews of tests, or descriptive information on tests.

Some examples are:

Exceptional Child Education Resources (ECER)

Produced by the Council for Exceptional children this is a comprehensive database on the education of exceptional children. It corresponds to the printed publication of the same name. The database includes published and unpublished professional literature, media materials, and dissertations on the education of, services for, and research on gifted and handicapped children. The Thesaurus of ERIC Descriptors is used to plan the search strategy online. ECER and ERIC, the Educational Resources Information Center database, supplement one another.

ERIC, Educational Resources Information Center

The ERIC database is the online counterpart to two printed components described under "Indexes and Abstracts": Resources in Education and Current Index to Journals in Education. Some very simple search strategies can be used to identify published or unpublished tests, and to find test reviews and studies about tests. The Thesaurus of ERIC Descriptors is used to plan search strategies.

Linguistics and Language Behavior Abstracts (LLBA)

Produced by Sociological Abstracts this database provides current selective access to literature on linguistics and language behavior. Subject searching is possible by using descriptors from a controlled vocabulary of about 800 terms.

PsycINFO

This database corresponds to the printed Psychological Abstracts, an index to literature in psychology and related disciplines published by the American Psychological Association. The Thesaurus of Psychological Index Terms is used to create search strategies for searching online as well as for manual searching of the printed indexes. There are two databases on BRS that are devoted exclusively to providing access to test information online, Educational Testing Service File (ETSF) and Mental Measurements Yearbook Database (MMYD). Within minutes online, one can identify an instrument by title, parts of a title,or by a particular subject or purpose or skill when a specific test title is not known. Each of these databases is described below.

Educational Testing Service File (ETSF)

The Educational Testing Service File is produced by and is an online index to the Educational Testing Service's Test Collection located in Princeton, New Jersey. The ETSF database went online in September of 1983 and is updated quarterly. Currently the ETSF file contains some 8000 test records of published and unpublished tests. Out-of-print tests, or earlier editions which are being phased out are not included in the database. Some of the database records are tests from the "Tests in Microfiche" series produced by ETS and described earlier under "Printed Materials--Major Works."

Subject access is the most frequently used search approach; terms are based on the Thesaurus of ERIC Descriptors. Subject can be linked with population terms for specificity; the subtest field can also be used to identify particular types of tests that may not be accessible by subject terms because they are not descriptors, i.e., manual dexterity.

Mental Measurements Yearbook Database (MMYD)

Like the ETSF File, the Mental Measurements Yearbook Database, MMYD, is an online counterpart to a collection of tests that is also a printed collection, the Eighth Mental Measurements Yearbook. The Yearbook series was described under "Printed Materials--Major

Works." For years the Mental Measurements Yearbooks, edited by Oscar K. Buros, were the only resource in existence for information on published tests.

The MMYD has a total of some 2000 records to date; most are records of tests covered in the Eighth Yearbook plus the new or revised tests published since the Eighth Yearbook. The records in MMYD are long, containing a great deal of factual information about tests, critical reviews, etc. This information, which is important to many test users, is available almost instantly using computer-based sources.

All of the databases described are accessible through libraries or information resource centers that offer online search services. To find out the availability of online search services in your area you should consult:

1. your district school library, local public library or academic library to see if they access DIALOG or BRS.

2. the Directory of ERIC Information Service Providers (3), which is available at most educational library facilities.

3. some of the organizational sources on tests and testing listed in the next section covering agencies that provide test information.

VI. AGENCIES PROVIDING TEST INFORMATION

The organizations and agencies described here can be consulted for a variety of test information needs, depending on the concern of the organization in the testing field. Each agency listed offers unique services or materials. Some provide testing services, test collections, publications on tests, or speakers on testing. Some produce or evaluate tests.

Agencies include such topic-centered organizations as the Center for Alcohol Studies Library, the International Reading Association, and the Institute of Personality Assessment and Research. Each of these agencies provides services or publications related to tests. Other agencies and organizations are active participants in the testing industry. The National Association of Test Directors has a membership responsible for educational testing programs and test development, administration, and interpretation. FairTest (National Center for Fair and Open Testing) is a public interest group that monitors the educational testing industry.

Some agencies are regional centers established for specific purposes through federal funding. Technical Assistance Centers (TAC) provide consulting services, at no direct charge to Chapter I projects for educationally disadvantaged students. There are nine TACs in the United States. Evaluation Assistance Centers (EAC) provide similar consulting services to state and local agencies regarding limited English proficient students under ESEA Title VII funding. Four EACs are presently available to assist in needs assessment, evaluation, and testing.

Whether or not an agency provides services and/or materials for the "public at large" has not been ascertained for all. It is always wise to write or telephone first to establish current use policies. Addresses and telephone numbers have been provided.

American College Testing Program
Box 168
Iowa City, IA 52243
319-337-1000

An independent, nonprofit organization emphasizing career and education assessment, ACT provides a variety of educational services to students and their parents, high schools, colleges, professional associations, and government agencies. Programs and

services in the areas of college admissions, advising, student aid, career planning, continuing education, and professional certification are offered through ACT. Customized measurement and research services are provided to certain organizations and agencies.

Burrows Systems
National Auxiliary Publications Service (NAPS)
P.O. Box 3513
Grand Central Station
New York, NY
516-481-2300

NAPS operates as an on-demand publication service for reprints of journal articles or materials such as measurement instruments that have been cited in journal articles. The NAPS document number cited in the journal article must be provided when ordering a reprint.

Center for Alcohol Studies Library Smithers Hall, Busch Campus Rutgers University
Piscataway, NJ 08854
201-932-4442

The Library is an international resource, consisting of more than 125,000 documents and housing several special collections unique to the alcohol studies field. Of interest to test users is the Ralph G. Connor Alcohol Research Reference Files (CARRF), a collection of more than 500 questionnaires and survey instruments in alcohol and substance abuse-related research. A descriptive inventory of the collection is available from the CAS Library. Mail and telephone requests for information and documents are accepted.

Center on Student Testing, Evaluation and Standards
University of California-Los Angeles
145 Moore Hall
Graduate School of Education
450 Hilgard Ave.
Los Angeles, CA 90024
213-825-4711

Provides tests designed to improve instruction. Integral unit of Center for the Study of Evaluation at UCLA's Graduate School of Education. The Center also focuses on the effects of testing on educational equality and the role of comprehensive information

systems in school improvements and policy decisions. Results of research projects are published in the Center's technical reports or commercial journals and books.

Educational Records Bureau
Bardwell Hall
37 Cameron St.
Wellesley, MA 02181
617-235-8920

A non-profit educational organization with membership made up of some 1000 public and independent schools, governed by a Board of Trustees elected by the schools' representatives. Provides a Comprehensive Testing Program (CTP) and evaluative, consulting services to members as well as test materials, scoring services, and the opportunity for members to participate in research projects, clinics, workshops, and conferences sponsored by the Bureau.

Educational Testing Service (ETS)
Rosedale Rd.
Princeton, NJ 08541
609-921-9000

A non-profit educational testing and research organization that provides tests and test-related services for schools, colleges, and government agencies; conducts educational, psychological, and measurement research.

ETS administers testing programs for independent agencies such as the College Entrance Examination Board's College Level Examination Program (CLEP) and the Graduate Record Examination for the Graduate Record Examination Board. Maintains a library of some 15,000 titles on measurement and evaluation; a test collection of in-print and out-of-print tests (see Section VII-A); and the ERIC Clearinghouse on Tests, Measurement, and Evaluation (see below).

ERIC Clearinghouse on Tests, Measurement, and Evaluation
(ERIC/TME)
Rosedale Road
Princeton, NJ 08541
609-734-5176

The ERIC Clearinghouse on Tests, Measurement, and Evaluation is one of 16 subject-specialized clearinghouses in the Educational Resources Information Center (ERIC) system sponsored by the U. S. Department of Education. ERIC/TME is responsible for acquiring and disseminating education information in five subject areas: tests and information about tests; measurement techniques and devices; evaluation procedures and theory; research methodology; and general learning theory and human development. The Clearinghouse acquires, selects, and processes a wide variety of documents and journal articles for inclusion in the ERIC database. Documents, such as research reports, and evaluation studies, are indexed and abstracted in Resources in Education and become part of the ERIC microfiche system. Citations for journal articles appear in Current Index to Journals in Education.

ERIC/TME also produces some valuable publications on topics in testing: TME Reports, a series of monographs (this guide is a report in that series); Highlights, a series of bibliographies generated from the ERIC database; Digests, a series of short introductory overviews; and Updates, or minibibliographies.

Individuals can visit, write, or call ERIC/TME to request information or to arrange training sessions on the ERIC system and the ERIC database. For a fee the staff will perform computerized literature searches.

Evaluation Assistance Centers (EAC)

EAC East: Georgetown University
Suite 302
1916 Wilson Blvd.
Arlington, VA 22201
703-5222-8188

RMC Research
Corporation
400 Lafayette Rd.
Hampton, NH 03842
603-926-8888
800-258-0802

EAC West: University of New Mexico
College of Education
Room B-17
Albuquerque, NM 87131
505-277-7281
800-247-4269

RMC Research
Corporation
2570 West El Camino
Real, Suite 610
Mountain View, CA
415-941-9550
800-451-4407

The EACs are funded under ESEA Title VII to provide consulting services, at no direct charge, to state and local agencies on topics related to needs assessment, evaluation, and testing of the limited English proficient student. Assistance in test construction and selection is also offered. Collections of selected tests and manuals for review purposes are also maintained.

Institute of Personality Assessment and Research
University of California-Berkeley
Berkeley, CA 94720
415-642-5050

Constructs tests and develops questionnaires and experimental interview and observational procedures in the areas of psychology and personality. Results of research projects are published in psychological journals, books, or informal papers.

IOX Assessment Associates
11411 West Jefferson Blvd.
Culver City, CA 90230
213-391-6295

Offers the following services and products intended to improve instruction: program evaluation, customized test development and consultation, and a product line of three types of criterion-referenced materials--basic skills item bank, practice exercises, and a collection of measurable objectives.

International Reading Association
P.O. Box 8139
800 Barksdale Rd.
Newark, DE 19714
302-731-1600

The Association offers many publications in pamphlet format, most under 50 pages on the subjects of Attitudes and Reading, Measuring Reading Performance, and other reading related topics. The publications

are inexpensive. Request a list of publications from the Association by phone or mail.

National Assessment of Educational Progress
CN 6000
Princeton, NJ 08541
609-734-1624

NAEP is a continuing national survey of the knowledge, skills, and attitudes of children and young adults in the basic skills of reading, writing, mathematics, and communication; and in science, literature, art, music, social studies, computer competence, citizenship, and career and occupational development. Two subject areas are assessed each year under a two-year revolving plan. Small scale assessments to provide current information are conducted periodically.

Results are disseminated to the federal government (NIE sponsors NAEP) to specific audiences and the general public through reports which are available from NAEP, GPO, and through the ERIC system. Fifty percent of the exercises included in an assessment area are made available to state and local education agencies for use in constructing their assessments. A list of publications is available.

National Association of Test Directors
c/o Janie L. Hall
Planning, Research and Evaluation Dept.
Oklahoma City Public Schools
900 N. Klein St.
Oklahoma City, OK 73106

Organization of individuals responsible for educational testing programs, test development, administration, and interpretation in city or county public school systems. Maintains a speakers' bureau, meets annually in conjunction with AERA and NCME, publishes two newsletters and occasional papers, and produces a yearbook available to members. Members represent public and private schools, technical schools, universities, and governmental agencies.

National Center for Fair & Open Testing (FairTest)
P.O. Box 1272
Harvard Square Station
Cambridge, MA 02238
617-864-4810

A public interest group that monitors the educational testing industry, FairTest publishes a quarterly newsletter, FairTest Examiner; monographs related to testing; and biannual Updates consisting of journal reprints focused on a particular test topic.

In addition, FairTest maintains a file of experts available to testify in court cases and make presentations before policymaking bodies and civic groups. FairTest is a research and advocacy group "dedicated to ensuring that the 40 million standardized tests annually administered to America's students and job applicants are fair, open, and educationally sound."

Northwest Regional Educational Laboratory
101 S.W. Main St.
Portland, OR 97204
503-275-9500
800-547-6339

Center for Applied Performance Testing

The Center conducts research on educational applications of performance assessment methodology , i.e., measures based on observation and judgment, and develops training materials and strategies for enhancing the quality of those assessments. Workshops and technical assistance are provided on classroom and large-scale uses of performance assessment.

Test Center

The Test Center is a collection of assessment tools, testing resources, item banks, and curriculum scope and sequences that number over 1000 titles. Two types of assessment tools are collected: process measures for such areas as school climate, classroom instruction and management, inservice training and parent involvement; and instruments for assessing student outcomes such as knowledge, attitudes, higher order thinking skills, and behavior.

There are also sample computer programs for item banking operations using IBM and Apple computers. In addition, the Center has the Tests in Microfiche collection from Educational Testing Service, Released Items from the National Assessment of Educational Progress, and the Northwest Evaluation Association Item Banks in science, reading, language arts, and mathematics. Materials are loaned to educators in Alaska, Hawaii, Idaho, Montana, Oregon, Washington, and the Pacific Islands; and to Chapter 1 programs in Arizona, California, Colorado, New Mexico, Nevada, Utah, and Wyoming.

State Library Services

Some state agencies, particularly through departments of education offer test-related services. Directories of state education systems and general publications of the various state offices of education provide information on current services and resources available. State departments of education are particularly helpful regarding certification and teacher evaluation. Teachers may wish to contact state agencies regarding testing programs available for student evaluation also. In general, state boards of education serve as regulatory rather than service agencies. Regional centers in each state are frequently designated as service points.

Technical Assistance Centers (TAC)

Region 1:	Dr. Gary Echternacht Project Director Educational Testing Service Princeton, NJ 08541 609-734-5117 609-921-9000	New Jersey, New York, Puerto Rico, Virgin Islands
	Dr. Everett W. Barnes, Jr. Co-Project Director RMC Research Corporation 400 Lafayette Road Hampton, NH 03842 603-926-8888 800-258-0802	Maine, Massachusetts New Hampshire, Vermont, Connecticut, Rhode Island

	Dr. Margaret Hoppe Educational Testing Service 1825 I St., NW, Suite 475 Washington, DC 20006 202-828-4722	Pennsylvania, Virginia, West Virginia, Delaware, District of Columbia, Maryland
Region 2:	Dr. Judy Pfannenstiel Assistant Director Research & Training Associates 75 Corporate Woods Complex 10800 Farley Suite 200 Overland, Park, KS 66210 913-451-8117 800-922-9031	Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota
	Dr. Mary Quilling, Director Advanced Technology, Inc. One Park Fletcher Building 2601 Fortune Circle East Indianapolis, IN 46241 317-244-8160 800-428-3125	Illinois, Indiana, Kentucky, Michigan, Minnesota, Ohio Wisconsin
Region 3:	Dr. Gordon G. E. Benson Project Director Educational Testing Service Suite 1240 250 Piedmont Ave. Atlanta, GA 30308 404-524-4501	Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina Tennessee
	Dr. Tony Howes Assistant Director Powell Associates, Inc. 3355 Bee Cave Road Austin, TX 78746 512-327-8883	Arkansas, Louisiana, Oklahoma, Texas

Region 4:	Dr. Gary Estes Project Director Northwest Regional Educational Laboratory Suite 500 101 South Main St. Portland, OR 97204 503-275-9557 800-547-6339	Alaska, Arizona, BIA, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah,
	Dr. Sam Stringfield Northwest Regional Educational Laboratory 1860 Lincoln St., Suite 300 Denver, CO 80295 303-830-3675	Colorado, New Mexico Wyoming

The TACs are funded under Chapter I to provide consulting services at no direct charge to projects for educationally disadvantaged students. Assistance in test selection, test administration, test construction, and test interpretation is offered by the TACs. Collections of selected tests and manuals for review purposes are maintained.

The agencies named in the following list are provided as examples of yet another type involved with some form of testing activity. They service a particular locale or region and again, are only examples. Many others exist; their locations should be investigated locally. The Research Centers Directory (9) can be consulted for test related services by turning to test-related terms in the subject index, e.g., educational testing, tests and measurements.

Center for Academic Precocity at Arizona State University
College of Education
Tempe, ARIZONA 85287
602-965-4757

Offers assessment services to academically precocious youth, grades 2-11; technical assistance to school districts in the development of programs for academically gifted students. A full range of classes for academically able students ages 7 to 16 are also offered. The Arizona Talent Identification System sponsored by the Center will assess verbal and mathematical abilities of this age group.

Institute for Educational Research (IER)
793 North Main St.
Glen Ellyn, ILLINOIS 60137
312-858-8060

IER offers a wide range of services to its members which include school districts located primarily in the suburban Chicago area as well as school districts across the country. Staff development workshops, research studies, goal-designed consulting, and program assessment and evaluation are just a few of the services provided by IER. Members also have access to the following services: test construction, simple scoring, item analysis, group comparisons, and interpretation of scores. IER publishes a quarterly newsletter, Teacher Today, and a Research Update that focuses on current research projects and findings. Educators should work through their school districts to make use of IER services.

Iowa Testing Programs (ITP)
University of Iowa
334 Lindquist Center
Iowa City, IOWA 52242-1587
319-353-3354

Design and development of achievement tests is undertaken by ITP. The tests are used in elementary and secondary school testing programs in Iowa, and are distributed nationally through commercial test publishers. Consultation regarding standardization, special programs and services, and new developments related to the Iowa Test of Basic Skills and the Iowa Test of Educational Development are available through ITP. ITP staff also conduct research concerned with any aspect of the use of tests in improving instruction and guidance.

VII. ACCESS TO TESTS

Identifying test titles for your needs is only half of the search. Obtaining a sample of the test or the test itself for your evaluation is the critical second half of the search process. When one attempts to locate a copy of a test, several considerations should be kept in mind. Although many college and university libraries maintain test collections, access may be restricted to members of the institution's community only. Because of the sensitive nature of tests and publishers' restrictions on their use, some test collections may be restricted to examination of the tests at a location. Most test collections also prohibit photocopying or circulation of tests. Some agencies listed in Section VI also maintain test collections, such as the Technical Assistance Centers, Evaluation Assistance Centers, and the Northwest Regional Educational Laboratory. Because policies vary, agencies and institutions should be contacted regarding access policies prior to visiting any collections.

A. Major Test Collections

The Test Collection
Educational Testing Service
Rosedale Rd.
Princeton, NJ 08541
609-734-5686

This collection of tests and the Buros collection described next are the two major test collections in the country. The 14000+ holdings include foreign, domestic, current, out-of-print, commercially available, and experimental tests for all subjects and types of tests. All of the Tests in Microfiche series (see Section IV-A) are produced through and available in the test collection.

Information on test publishers is available. The test collection revises its "Major U.S. Publishers of Standardized Tests" publication periodically, and offers it free upon request.

A series of ongoing, annotated test subject bibliographies is produced including such areas as attitude tests, personality tests, etc. New bibliographies are announced in "News on Tests" (see Section IV-C), an outstanding current awareness newsletter produced by the staff of the test collection. Free minibibliographies of tests for any subject area are available upon request.

The Test Collection is available to all educators. Some policies exist on the use of tests. Standards of the American Psychological Association and test publishers' restrictions are adhered to.

In addition to providing assistance on-site, the Test Collection specialists will answer telephone queries regarding tests.

Oscar K. Buros Memorial Library Test Collection
Buros Institute of Mental Measurements
University of Nebraska-Lincoln
135 Bancroft Hall
Lincoln, NE 68588-0348
402-472-6203

The Institute is responsible for the production of the Mental Measurements Yearbook and Tests in Print series. It houses the Oscar K. Buros Memorial Library with a comprehensive collection of commercially produced tests. The collection is available to measurement professionals and anyone with an interest in testing materials that are current and historical. Consultant service is not available however. A call or letter prior to a visit is suggested.

B. Some Regional Small Collections

Test Collection Sites(5)

This is a selective directory of sites willing to have visitors for examination of test collections. Each site has specific policies regarding use of test collections. Call before traveling to any site.

State/City	Institution/Phone #
CALIFORNIA, Los Angeles	Education and Information Studies Library University of Southern California Los Angeles, CA 90089-0182 213-743-2869

CALIFORNIA, San Francisco	Curriculum Library, Leonard Library San Francisco State University 1630 Halloway Ave. San Francisco, CA 94132 415-469-1811
FLORIDA, Coral Gables	Curriculum Laboratory University of Miami 315 Merrick Building Coral Gables, FL 33124 305-284-3711
GEORGIA, Atlanta	Instructional Resource Center Urban Life 404 Georgia State University University Plaza Atlanta, GA 30303 404-658-2458
IDAHO, Boise	Curriculum Resource Center Boise State University Library 1910 University Drive Boise, ID 83725 208-385-1270
ILLINOIS, Normal	Teaching Materials Center Milner Library Illinois State University Normal, IL 61761 309-438-3441
ILLINOIS, Urbana	Education and Social Science Library University of Illinois 1408 W. Gregory Drive Urbana, IL 61801 217-333-2305
INDIANA, Terre Haute	Teacher Materials Center Cunningham Memorial Library Indiana State University Terre Haute, IN 47809 812-232-6311, ext. 2871

MASSACHUSETTS, Boston	Educational Resources Library Boston University 605 Commonwealth Ave. Boston, MA 02215 617-353-3734
MICHIGAN,Ann Arbor	Instructional Strategy Services 3014 School of Education University of Michigan 610 E. University Ave. Ann Arbor, MI 48109 313-764-5427
NEW YORK, Rochester	Test Collection Reference Department Rush Rhees Library University of Rochester Rochester, NY 14627 716-275-4481
OHIO, Columbus	Education/Psychology Library Ohio State University 1945 North High St. Columbus, OH 43210 614-422-8602
OREGON, Eugene	Test Collection/Reserve Desk University of Oregon Library Eugene, OR 97403 503-686-3072
OREGON, Portland	Test Center Northwest Regional Educational Laboratory 101 S.W. Main St. Portland, OR 97204 503-275-9570 800-547-6339

C. Test Publishers

Test publishers are an excellent source of information about standardized or published tests. Test catalogs can be secured from publishers, and many provide prospective test users with an opportunity to purchase specimen (sample) sets of particular tests at nominal costs. Since some publishers may show bias in favor of

their own products, some caution must be taken in using test information obtained from test publishers. Many publishers also have a team of professional test specialists on their staff to supply test information. A list of the major organizations that publish and distribute educational test instruments follows.

Academic Therapy Publications
20 Commercial Blvd.
Novato, CA 94947
415-883-3314

American Guidance Services, Inc.
Publisher's Building
Circle Pines, MN 55014
612-786-4343
800-328-2560

American Testronics Incorporated
P.O. Box 2270
Iowa City, IA 52244
800-553-0030

Bruce, (Martin M.) Publishers
50 Larchwood Rd.
Larchmont, NY 10538
914-834-1555

Bureau of Educational Research and Service
Seashore Hall
University of Iowa
Iowa City, IA 52240
319-353-3823

College Board Publications
45 Columbus Ave.
New York, NY 10023
212-713-8000

Communication Research Associates
P.O. Box 11012
Salt Lake City, UT 84147
801-292-3880

Consulting Psychologists Press, Inc.
577 College Ave.
Palo Alto, CA 94306
415-857-1444

CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940
800-538-9547

Educational and Industrial Testing Service (EDITS)
P.O. Box 7234
San Diego, CA 92107
619-222-1666

Educational Performance Associates
600 Broad Avenue
Ridgefield, NJ 07657
201-941-1425

Educational Testing Service
Rosedale Rd.
Princeton, NJ 08540
609-921-9000

Educators Publishing Service, Inc. (EPS)
75 Moulton St.
Cambridge, MA 02238-9101
800-225-5750

Guidance Testing Associates
St. Mary's University
One Camino Santa Maria
San Antonio, TX 78228

Institute for Personality and Ability Testing, Inc.
Test Services Division
P.O. Box 188
1602 Coronado Drive
Champaign, IL 61820
217-352-4739

IOX Assessment Associates
11411 West Jefferson Boulevard
Culver City, CA 90230
213-391-6295

Jastak Assessment Systems
1526 Gilpin Ave.
Wilmington, DE 19806
302-652-4990

NCS Interpretive Scoring Systems
P.O. Box 1416
Minneapolis, MN 55440
800-328-6759

Personnel Press
191 Spring St.
Lexington, MA 02173

Pro-Ed
5341 Industrial Oaks Blvd.
Austin, TX 78735
512-892-3142

Psychological Assessment Resources, Inc.
P.O. Box 98
Odessa, FL 33556
813-977-3395
800-331-TEST

Psychological Corporation
555 Academic Court
San Antonio, TX 78204-0952
512-299-1061

Psychological Research Services
Case Western Reserve University
11220 Bellflower Road
Cleveland, OH 44106
216-368-3536

Psychological Test Specialists
Box 9229
Missoula, MT 59807
No business phone

Psychologists and Educators, Inc.
999 Executive Parkway #120
Creve Coeur, MO 63141
314-469-3665

Psychometric Affiliates
1620 E. Main St.
Murfreesboro, TN 37130
no business phone

Publishers Test Service
see CTB/McGraw-Hill
Riverside Publishing Co.
8420 Bryn Mawr Ave.
Chicago, IL 60631
800-323-9540

Scholastic Testing Service, Inc.
P.O. Box 1056
480 Meyer Rd.
Bensenville, IL 60106
312-766-7150

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606
312-984-2000
800-621-0664

Sheridan Psychological Services
P.O. Box 6101
Orange, CA 92667
714-639-2595

Slosson Educational Publications, Inc.
P.O. Box 280
East Aurora, NY 14052
716-652-0930
800-828-4800

Stoelting Co.
1350 S.Costner Ave.
Chicago, IL 60623
312-522-4500

United Ed Services
P.O. Box 357
East Aurora, NY 14052
800-458-7900

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025
213-478-2061

VIII. GLOSSARY

This brief glossary includes only frequently used terms related to testing and terms be found in the body of this work. For complete definitions or for information about other testing terms consult sources #2, 6, 7, 8, and 10 in Section IX, "References."

achievement test - an objective examination that measures educationally relevant skills or knowledge about a subject such as reading, spelling, or mathematics.

battery - a group of carefully selected tests administered to a population, the results of which are of value individually, in combination, and/or totally.

criterion-referenced test - a measurement of achievement of specific criteria or skills in terms of absolute levels of mastery. The focus is on performance of an individual as measured against a standard or criteria rather than against performance of others taking the same test, as with norm-referenced tests.

culture fair test - measures that equally fair for children from all cultures. The purpose of culture fair tests is to include common experiences from different cultures so that test results could not be affected either negatively or positively.

diagnostic test - an intensive, in-depth evaluation process with a relatively detailed and narrow coverage of a specific area. The purpose of this test is to determine the specific learning needs of individual students and be able to meet those needs through regular or remedial classroom instruction.

domain-referenced test - a test in which performance is measured against a well-defined set of tasks or body of knowledge (domain). Domain-referenced tests are a specific set of criterion-referenced tests, and have a similar purpose.

informal test - a nonstandardized test designed to give an approximate index of an individual's level of ability or learning style; often teacher-constructed.

inventory - a catalog or list for assessing the absence or presence of certain attitudes, interests, behaviors, or other items regarded as relevant to a given purpose.

item - an individual question or exercise in a test or evaluative instrument.

norms - performance standards established by a reference group that is descriptive of average or typical performance. Usually norms are determined by testing a representative group and then calculating the group's test performance.

norm-referenced test - an objective test standardized on a group of individuals whose performance is evaluated in relation to the performance of others; contrasted with criterion-referenced test.

performance test - designed to evaluate general intelligence or aptitudes. Consists primarily of motor items or perceptual items because verbal abilities play a minimal role.

published test - a test that is publicly available because it has been copyrighted and published commercially.

rating scales - subjective assessments made on predetermined criteria in the form of a scale. Rating scales include numerical scales or descriptive scales. Forced choice rating scales require that the rater determine whether an individual demonstrates more of one trait than another.

reliability - the extent to which a test is dependable, stable, and consistent when administered to the same individuals on different occasions. Technically, this is a statistical term that defines the extent errors of measurement are absent from a measurement instrument.

screening - a fast, efficient measurement for a large population to identify individuals who may deviate in a specified area such as the incidence of maladjustment or readiness for academic work.

specimen set - a sample set of testing materials available from a commercial test publisher. May include a complete individual test without multiple copies, or may simply include a copy of the basic test and administration procedures.

standardized test - a form of measurement that has been normed against a specific population. Standardization is obtained by administering the test to a given population and then calculating means, standard deviations, standardized scores, and percentiles. Equivalent scores are then produced for comparisons of an individual score to the norm group's performance.

unpublished test - a form of measurement that has been developed and used but not published commercially. Unpublished tests are frequently referred to in journal articles or reports, and may be obtained from the author, Tests in Microfiche, and other sources presented in this guide.

validity - the extent to which a test measures what it was intended to measure. Validity indicates the degree of accuracy of either predictions or inferences based upon a test score.

IX. REFERENCES

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3. Directory of ERIC information service providers. Washington, DC: U.S. Government Printing Office, 1986.

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7. Hawes, Gene and Hawes, Lynne. The concise dictionary of education. New York, NY: Van Nostrand Reinhold, 1982.

8. Page, Terry and Thomas, J.B. International dictionary of education. London, GB: Kogan Page, 1977.

9. Watkins, Mary Michelle, ed. Research centers directory. Detroit, MI: Gale, 1987.

10. Wolman, Benjamin, ed. Dictionary of behavioral science. New York, NY: Van Nostrand Reinhold, 1973.

X. SUBJECT INDEX TO PRINTED MATERIALS

The printed materials annotated in "Section IV - Printed Materials" are arranged alphabetically by the author. Generally, however, a search for information on testing is based on the need for tests in a particular subject area, e.g., achievement, early childhood education.

The following brief subject index has been created to facilitate a search for test information sources by subject. Only the printed materials in parts "A--Major Works" and "B--Books/Articles/Documents" of Section IV, have been indexed.

The reference following the subject heading refers to a specific item number for a resource listed in Section IV, part A or B. The Section number itself, "IV" has not been repeated each time for each reference.

For example:

hyperactivity - B64
(refers to Section IV, part B, item #64, which is an article by Poggio)

business - A6
(refers to Section IV, part A, item #6, which is a book by Sweetland)

Some "see" references have been included in the index. Entries that could be listed under several similar subjects are indexed under only one. The "see" refers to that one subject to find the resources indexed.

For example:

readiness see early childhood education
(refers the reader to the subject heading "early childhood")

achievement - A3, A4, B16, B33, B69
adult assessment - B9, B57
affective skills - B11, B36
aging - B57

bilingual programs - B72
business - A2, A3, A4, A6, B50

careers - A3, A4, B30, B31, B48
climate see environment

cognitive skills - B4, B17, B36
computer based testing - B50
counseling - B27
creativity - B39, B46, B61
criterion-referenced testing - B19, B66, B72

death - B32
developmental - A3, A4, B11, B44, B45
disabilities (physical) see special education
disadvantaged - B68, B69

early childhood - B10, B11, B16, B17, B21, B36, B42, B44, B61, B68
education - A2, A3, A4, A6, B35, B50, B53
environment (school and classroom) - B15, B22, B37, B56

family - A3, A4, B70
fine arts - A3, A4
foreign languages - A3, A4, B55

gerontology - B57
gifted - B47, B61

handicapped see special education
health - A3, A4, B59
human relations training - B63
hyperactivity - B64

informal reading inventories - B43
instruction, classroom - B22, B26, B56
intelligence - A3, A4, B11, B65
interaction, classroom - B22
item banks see test construction

language arts - A3, A4, B11, B24, B25, B34, B43, B52, B60, B62, B66, B73
learning disabilities - A3, A4, B20, B58, B64
listening - A3, A4, B25
literature - A3, A4

mathematics - A3, A4
minority children - B60
motor skills - B11, B17, B36

observation instruments - A5

personality - A3, A4, B39
personnel - B35
physical education - A3, A4, B13, B41
preschool education see early childhood
psychology - A2, A3, A4, A6, B12, B35, B50
pupil behavior - B22

readiness see early childhood
reading - A3, A4, B34, B43, B52, B62, B66, B73

science - A3, A4
screening - B45
sensory motor - A3, A4
social studies - A3, A4
social work - B12
sociology - B35
special education - B10, B21, B28, B30, B42, B45, B51, B54, B69, B71
speech skills - A3, A4, B11, B25
spelling - A3, A4
sports - B13, B41
standards, testing - B8

teacher behavior - B22
test construction - B19, B26, B38, B40, B49, B56, B72
testing programs - A1, A4
thinking skills - B14, B67, B39

visual impairments - B22
vocabulary - A3, A4
vocational see careers

women's issues - B18
work - B29
writing - B24, B34

young children see early childhood